**St Mary’s C of E Primary School and Nursery**

*‘Be the best you can be’*

# ACCESSIBILITY PLAN

**September 2023 – September 2026 (with annual reviews and updates)**

At St Mary’s C of E Primary School and Nursery we pride ourselves on our inclusive culture and are committed to providing access to the life of the school for all. As part of our integrated process of working to achieve equality of opportunity for all, this plan focuses on the removal of barriers for pupils and adults who have protected characteristics.

This Accessibility Plan is linked to our Equalities Policy and together, these two documents seek to provide equitable access for all. The Accessibility Plan is managed by the Headteacher and reviewed by the Governing Body.

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| **1. Aim: To improve the physical environment of the school to increase the extent to which pupils and adults with protected characteristics can take advantage of education and associated services.** | | | | |
| **Targets** | **Strategies** | **Lead Responsibility** | **Time Frame** | **Outcome Criteria** |
|  Enable children/adults using wheelchairs to access toilet facilities | Ensure toilets are accessible and clear | Headteacher and premises team | Review annually | Children are able to use toilet facilities independently |
|  Enable children with disabilities to access Forest School provision | Update pond dipping platform with slip free covering | Headteacher and premises team | By September 2024 | All pupils, including wheelchair users, can access the Forest School |
|  Improve access and independence for people with physical and visual disabilities. | Repaint white/yellow lines to demark different levels e.g. on steps | Caretaker/premises team | Ongoing from September 2023 | Improved access and independence for people with physical and visual disabilities. |
|  Ensure seating facilitates for children and /or staff with disabilities is fit for purpose | Undertake workstation reviews with staff members and purchase appropriate chairs/ desks  Liaise with OT to review seating in classrooms and dining hall and purchase appropriate chairs as required | SENDCo/Office team | Ongoing from September 2023 Annual review | Children and staff have appropriate seating which meets their needs. |
| **Annual review** | Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process. | | | |

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| **2. Aim: To increase the extent to which pupils with protected characteristics can participate in the school’s curriculum** | | | | |
| **Targets** | **Strategies** | **Lead Responsibility** | **Time Frame** | **Outcome Criteria** |
|  To raise pupils’ awareness, understanding and acceptance of difference and diversity as something to be celebrated | Plan regular weekly assemblies to raise pupils’ awareness of and celebration of diversity.  Engage with national events/key dates e.g. Black History  Month, LGBTQ+ history month  Ensure that INspirational Lives curriculum celebrates diversity | Curriculum leader/RE and assemblies leader | September 2023 ongoing | Pupils are aware of others’ needs and go out of their way to address/support these. Pupils’ are accepting of those who are different.  Conversations with pupils provide evidence of their awareness of diversity.  Low incidence of discrimination reports on CPOMS. |
|  To ensure that curriculum, policies and practices are responsive to the needs of pupils on roll and provide equitably for all | Subject Leaders consider the needs of pupils with additional needs as part of all curriculum developments Class teachers to adapt teaching and resources as appropriate  Train staff in word aware and dyslexia friendly approaches | Subject leaders/ Class teachers/ SENCo | Sept. 2023 onwards | Pupils with additional needs have access to all aspects of the National Curriculum, with appropriate modifications being made to facilitate this.  Staff have greater awareness of the needs of pupils in their class who SEN/disabilities; their planning indicates how the needs of these pupils are being met. |
|  Provide resources so that pupils can access learning effectively | Teachers use modified technology e.g. tablets and other resources which allow children to access learning Visual timetables and now/next boards are used as standard practice where required. | SENCo/ Class teachers | Sept. 2023 onwards | Pupils with additional needs have the appropriate resources to access learning in every lesson |
|  To consider ways in which educational visits (including residential visits) can be adapted to ensure that all pupils have access to, and benefit from these | Planning of school trips takes into account pupils with SEND Residential facilities are chosen with SEN and disabilities in mind  Meetings with individual parents/children take place before residential visits | Headteacher | Sept. 2023 onwards | Children with additional needs and disabilities have full access to educational and residential visits |
| **Annual reviews** | Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process. | | | |

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| 3. **Aim: To ensure that everybody has equal access to information and is not discriminated against as a result of lack of knowledge and/or understating.** | | | | |
| **Targets** | **Strategies** | **Lead Responsibility** | **Time Frame** | **Outcome Criteria** |
|  To provide for parents/carers (upon request), large print or audio versions of documentation sent home   | School administrator to prepare and provide materials on request.  Parents that request this service, receive all school documentation in a format which takes account of their needs. | Headteacher and School  Administrator | Sept. 2023 onwards | Pupils are not disadvantaged by parents being denied access to key school documentation. |
|  To continue to provide through the school’s PSHRE/SMSC curriculum, opportunities for pupils to discuss diversity and people’s needs and feelings | Use the JIGSAW scheme of work, with units that address diversity delivered in each year group.  A range of books dealing with living with different disabilities, explore different family units and celebrate diversity are available in the school library Inspirational lives curriculum celebrates diversity  Images used in teaching, assemblies and on displays reflect a range of protected characteristics | PSHRE leader/English Library leader | Sept. 2023 onwards | Pupils are provided with opportunities to discuss and reflect on the fact that we are all unique individuals. A number of disabilities are discussed in depth and pupils learn about a range of disabled people who have made a significant contribution to society. |
|  To use a broad range of approaches to communicate with parents/carers taking account of the individual needs and preferred communication platforms of specific members of the school community | Teachers and the school’s Leadership Team understand the needs and preferred communication channel/s of parents/carers with additional needs. They use telephone, face-to-face/ virtual meetings, letters, text, Class Dojo, email etc. to facilitate communication. | Teachers/SLT | Sept. 2023 ongoing | Parents and carers with additional needs speak positively about the way the school communicates with them. They feel they have access to relevant information, presented and shared in a format they are able to access. |
|  To ensure that health needs of pupils or staff are known and met | Gather information on entry to school about health needs Ensure anyone can share information about a health needs at any point. Keep records up to date and share with staff as needed. | SENDCo/ Office staff | Sept. 2023 onwards Annual review of High  Need health care plans | Pupils and staff are kept safe and their needs are met in the appropriate way. |
| **Annual reviews** | Additional targets will be agreed through the annual review of this Accessibility Plan. Consultation with pupils, their parents/carers, staff and community members who have protected characteristics will form an important part of this process. | | | |

Date: 26.9.23